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ABSTRACT

Suggestions arising from a curriculum development workshop led to a curriculum in hotel-motel management and services for high school students which aims to provide them with an opportunity to explore careers in the lodging and hospitality industries. Students will spend half the time in school study of three required subjects and the other half in supervised on-the-job training. Program goals in the areas of basic skills, career exploration, and understanding the world of work are briefly described. The curriculum outline offers student outcomes, suggested activities and procedures, and evaluations for the following topics: (1) history of the accomodations industry; (2) nature and types of accommodations; and (3) organization of operations-front office, food service, housekeeping, accounting, personnel, sales, maintenance and engineering, and law. Resources for each topic are given. An organization chart of a 200-room motor hotel, a description of jobs available in the hotel-motel industry, and examples of lodging industry jobs and duties are appended. (EC)

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CAREER PREPARATION FOR

HOTEL-MOTEL MANAGEMENT AND SERVICES

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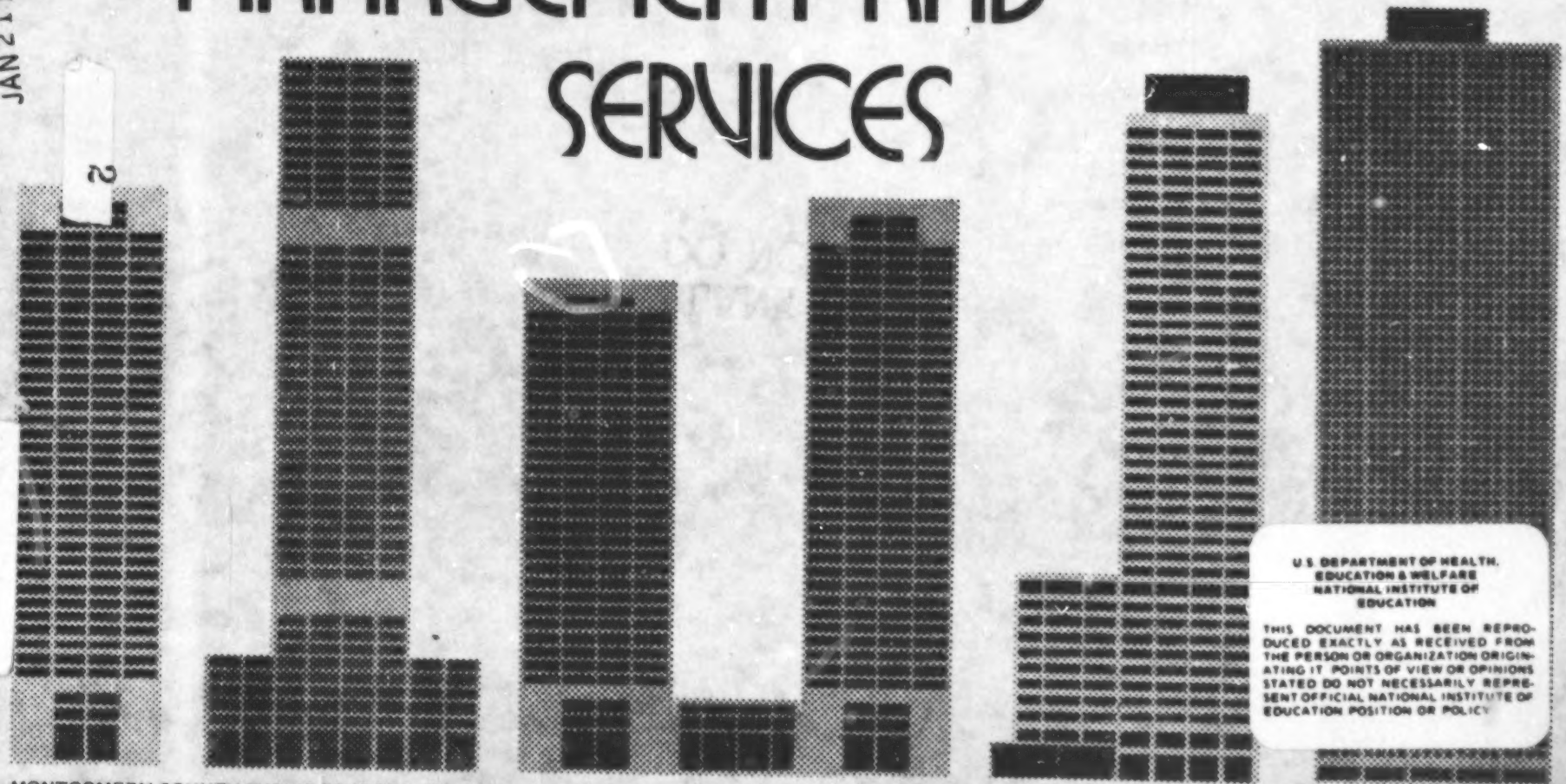

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CAREER PREPARATION

for

HOTEL-MOTEL MANAGEMENT AND SERVICES

Grade 11

Phase 1

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Bulletin No. 264
Spring 1973

Montgomery County Public Schools
Rockville, Maryland
Homer O. Elseroad
Superintendent of Schools

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Rockville, Maryland

PREFACE

During the summer of 1972, a hotel-motel management and services curriculum workshop was held to develop a curriculum guide for high school students to explore and prepare for careers in the lodging and hospitality industries.

Montgomery County Public Schools staff members Mrs. Florence Reynolds (Gaithersburg) and Mr. Gerald Wick (Robert E. Peary) developed the Management Materials; Mrs. Mildred White (Wheaton) and Mrs. Mary West (Damascus) the Hospitality Units; Mr. Melvin J. Weinstein (Robert E. Peary) was responsible for the Cooperative Education Materials; Mr. Thomas Quelet (Area VI) for the overall curriculum design and objectives. All workshop activities were conducted under the general supervision of Dr. James J. Toquinto, Vocational Division. Workshop consultants were:

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Appreciation is further expressed to Dr. Homer O. Elseroad, Superintendent of Schools, and to the members of the Montgomery County Board of Education, who have made the production of this course guide possible.

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PURPOSE, BACKGROUND, AND ORGANIZATION OF THE CURRICULUM GUIDE

PURPOSE

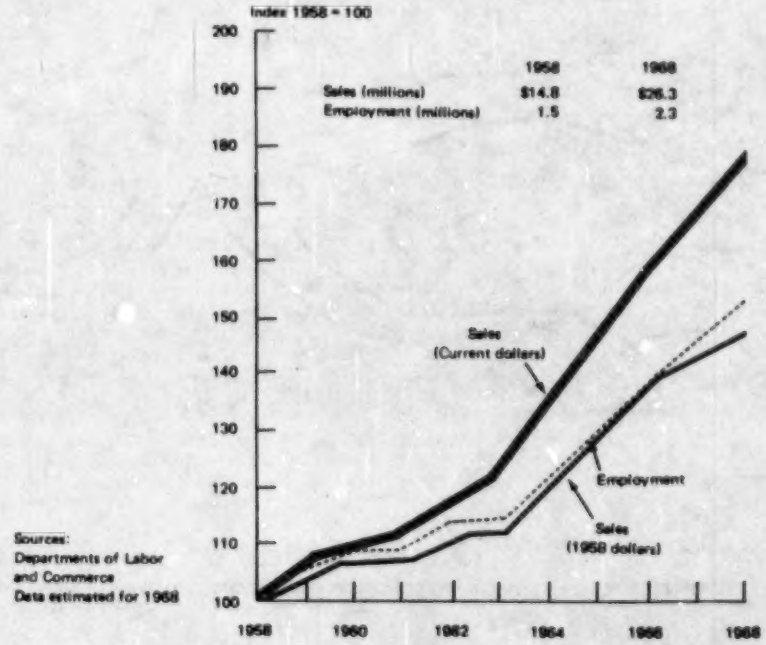
The purpose of this guide is to present to the hotel-motel teacher and staff an overview of the entire project as well as the in-school and on-the-job training phases of the instructional program. Program goals, student outcomes, unit activities, and student evaluations are listed as a guide to help the teacher present, evaluate, and revise the curriculum materials.

BACKGROUND

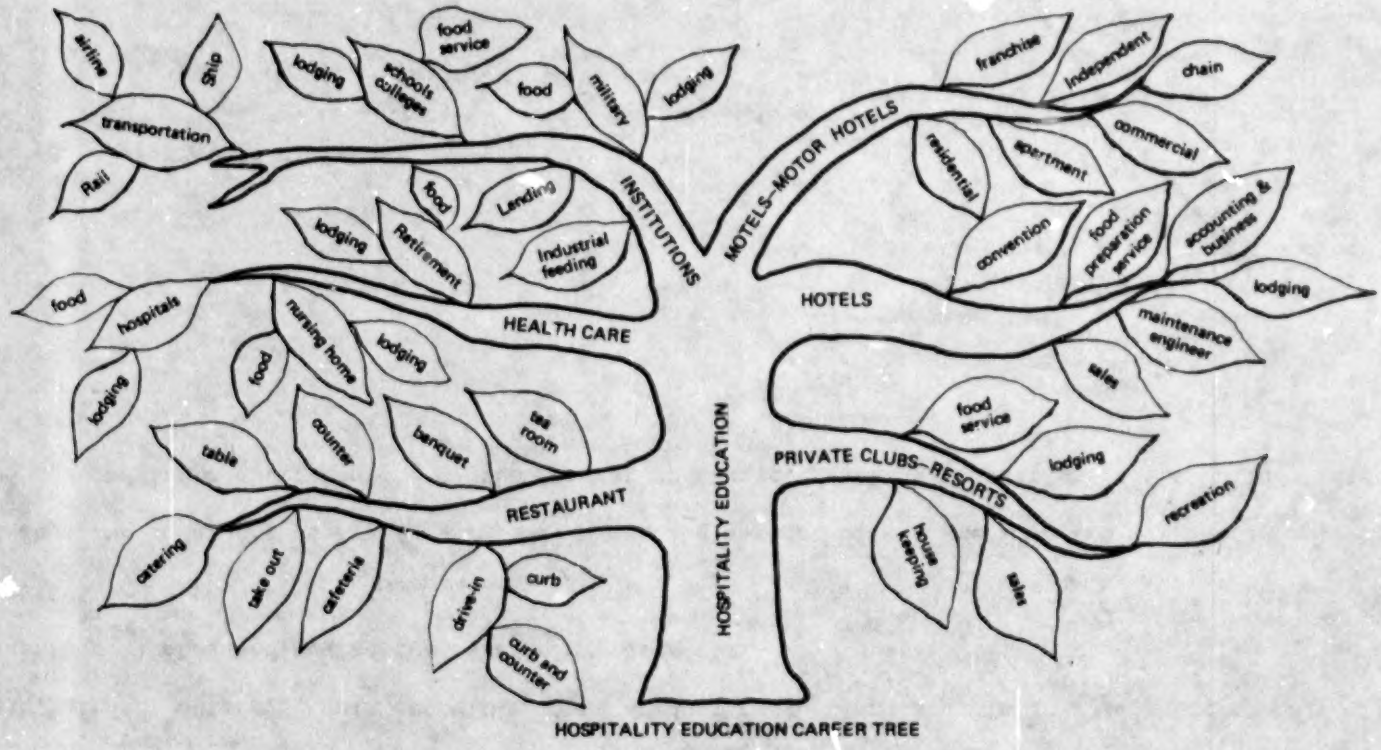
The food and lodging industry is a rapidly expanding segment of the American and world economy. Providing food and lodging constitutes one of the largest and fastest growing industries in the United States.

Sources: United States Departments of Labor and Commerce

Data estimated for 1968



A demand for food and lodging employees with experience and education provides assurance that those who qualify can climb the career ladder to successful and meaningful careers.



HOSPITALITY EDUCATION CAREER TREE

Source: "Developing a Hospitality Program in High School."
Council on Hotel, Restaurant, and Institutional Education
Washington, D. C. 1970

CAREER EDUCATION

It is essential that students be able to make life decisions based on sensible choices rather than haphazard guesses. Career education is an attempt to cover within the school curriculum a planned approach to all this material. Basically, in Grades K-6, students will receive career awareness and orientation; in Grades 7-9, career orientation and exploration; and in Grades 10-12, continued career orientation and specialization. The high school program includes opportunities to develop saleable skills. This program in Hotel-Motel Management and Services is designed to be one of the specialized career fields.

THE DISTINGUISHING FEATURES OF THE PROJECT'S DESIGN
LABORATORY PHASE OF HOTEL-MOTEL MANAGEMENT AND SERVICES

This phase involves the use of several feeder high schools into a selected motel which will be used as a training station. The training station will supply classroom space and all on-the-job training opportunities. The school system will supply a teacher, curriculum guides, audio-visual supplies and equipment, and all bus transportation.

It is suggested that thirty students be identified as potential candidates and that these thirty students be divided into two groups of fifteen each. One group of fifteen is to receive instruction at the training station in the morning, the second group receiving its training in the afternoon. The typical student will spend one-half of his day at his home school. There he will receive three academic or elective subjects. The other one-half of his day he will spend at the training station receiving both the specific related subject matter and supervised on-the-job training. He should also receive three credits for the instruction at the training station.

A schedule for a student in each of the two groups might be:

Student #1 will:

1. Report to school at 8:00 a.m. and go to homeroom.
2. Take bus to training station and arrive about 8:45 a.m.
3. Do classwork (Hotel-Motel) and have supervised on-the-job training until 11:00 a.m.
4. Be bussed to home school; eat lunch; and then take three required subjects until the close of school.

Student #2 will:

1. Report to school at 8:00 a.m. and go to homeroom.
2. Take three required subjects.
3. Eat lunch at 11:00 a.m. at his home school and take the bus to the training station. (This will be the same bus that dropped off student #1.)
4. Do classwork (Hotel-Motel) and have supervised on-the-job training until 2:15 p.m.
5. Be bussed back to home school in time to catch his regular bus home.

01

PROGRAM GOALS

The curriculum for Hotel-Motel Management and Services will achieve the following program goals:

I. BASIC SKILLS - Each student will gain knowledge of and develop proficiency in the basic principles of food and lodging operations as they relate to the hospitality industry. At a level appropriate to his ability, he will be able to comprehend and perform such tasks as those related to food service, organizational operations, and housekeeping.

II. CAREER EXPLORATION - Each student will explore many of the careers related to the hospitality industry such as food service assistant, hostess, room clerk, sales manager, and innkeeper. He will understand and acquire the various kinds of skills that will enable him to enter a career in the hospitality industry or to continue his education at the post-secondary level.

III. UNDERSTANDING THE WORLD OF WORK - Each student will develop an acceptance of and respect for the world of work. He will understand the various kinds of activities and skills that contribute to productive work and economic self-sufficiency. Further, he will understand that there is dignity in work and that every worker performs a useful function.

The Montgomery County Public Schools will provide a school and business environment that will help the student to make a career choice and begin to train for that career. The school system will provide for many different types of "hands-on-experiences," commensurate with a student's own level of ability.

The basic program goals for this curriculum evolved from the six career education generalizations which are a part of the overall Career Education Curriculum Design. The first program goal relates primarily to the third component of the career education model, which is the specialization level. The second and third program goals relate directly to each of the six career education generalizations. After the program goals were established, a course outline was developed that included all the basic concepts a student would have to know in order to obtain employment in the hospitality industry at the job entry level. Student outcomes were listed for each unit with suggested activities and procedures for teaching each concept. Several student evaluations were listed for each unit, in observable assessment tasks that related to student outcomes for each unit. All student outcomes relate to the basic program goals.

The following chart shows how each evaluation is related to a student outcome and how each student outcome is related to one or more program goals:

	Program Goal	Student Outcome	Evaluation
Front of the House	I	A	1
	III	B	2
	II,III	C	3
	III	D	4
	I	E	7,8
	I	F	11
	III	G	12
	II	H	13
Food Service	I	I	16,17,18
	III	J	19,20
	III	K	23,24
	II	L	25
	III	M	26,27,28
	I,III	N	31,32
	I	O	35,36
	I	P	37
	II	Q	38,39,40
	I	R	43,44
	I	S	45,46
	III	T	49,50,51
	III	U	52,53
	I	V	54
	I	W	55,56,57,58
Back of the House	I	X	61
	I	Y	62,63
	II	Z	64,65
	I	AA	68
	I,III	BB	69
	III	CC	70

	Program Goal	Student Outcome	Evaluation
Back of the House (cont.)	I	EE	74
	I	FF	75
	II	GG	76
	I	HH	79,80
	II	II	81
	I	JJ	84
	I	KK	85
	I	LL	86
	I	MM	87

There are twenty-one student outcomes that relate to the basic skill program goal, eight that relate to career exploration, and twelve that relate to understanding the world of work. The chart is divided into three major areas for curriculum emphasis: Front of the House, Food Service, and Back of the House.

ORIGIN AND DEVELOPMENT — HISTORY OF THE ACCOMMODATIONS INDUSTRY

Student Outcomes	Suggested Activities and Procedures	Evaluations
A. The student will become familiar with the origin of the accommodations industry. B. The student will acquire a background in the development of the accommodations industry. C. The student will become aware of the present status of the industry. D. The student will identify future trends of the industry.	Origin of the Accommodations Industry 1. Review the origins of the inn, coffee house, stagecoach way station, tavern, and hotel. 2. Point out the unique features of each of these accommodations. Development of the Accommodations Industry 1. Compare the hotel of the early 1800's with its predecessor, the inn. 2. Review the development of the first-class hotels of the late 1800's, and relate their influence on present day facilities. 3. Point out examples of competition among the hotels of the late 1800's and the influence of travel on growth of the industry. 4. Relate the influence of the "Roaring Twenties" on the industry with an outcome of construction of some of the world's largest hotels.	1. Describe the origin of the accommodations industry. 2. List one important event in the development of the accommodations industry for each of the following periods of time: a) 1700's b) 1800's c) 1920's d) 1930's e) 1940's f) 1950's g) 1960's h) Present

Student Outcomes	Suggested Activities and Procedures	Evaluations
	5. Reflect the effect of the depression on the hotel industry of the early'30's which resulted in over three-fourths of the world's nations going bankrupt.	3. What effect has the chain operations had on the industry?
	6. Point out the influence of World War II on the travel status of people in this country and how it helped the industry reach an all-time peak in rooms and service.	4. List three economic trends and identify these trends as an asset or liability to the industry.
	7. Explain the influx of motels into the industry during the 1950's. Point out specific influences such as the tremendous production of automobiles which created the mobility factor.	5.
	8. Discuss the present status of the industry, especially in regard to chain operations of the industry.	6.
	9. Discuss the future of the industry and influences on it such as highway changes, air travel, and increased overseas travel.	
	10.	
	11.	

Student Outcomes	Suggested Activities and Procedures	Evaluations
E. The student will come to understand the nature of the accommodations industry with regard to various types of accommodations.	Categories of Accommodations 1. Hotels a) Point out the popularity of hotels in relation to railroads and airfields. Give reasons and ask students to cite examples in their own geographical area. 2. Tourist Cabins, Homes, and Camps a) Give a description of this type of accommotation. b) Discuss with the students the popularity of tourist cabins, homes, and camps. 3. Tourist Courts a) Explain the outgrowth of tourist courts from the previously popular tourist cabins. b) Cite the resemblance of tourist courts and cabins. c) Discuss the place of tourist courts in today's accommodations industry.	7. Prepare a chart as follows, to be filled in by each student, regarding each type of accommodation: Type of Accommodation Hotel Motor Hotel Tourist Cabins Tourist Home Motel Tourist Court Unique Features 8. Give one consideration which helps determine the types of accommodations that best suit a particular geographic area.

Student Outcomes	Suggested Activities and Procedures	Evaluations
	4. Motels and Motor Hotels	9.
	a) Ask students to describe the difference between motels and hotels.	
	b) Find out from the students how many of them have been guests in each of these types of accommodations and which they preferred. Discuss the reasons for their preferences.	10.
	c) Discuss how travel patterns and personal taste have affected the accommodations business and discuss the role motels have played in the outcome.	
	d) Describe some of the attractions that draw people to motels such as TV, pools, restaurants, sauna baths, traffic, parking facilities, and entertainment.	
	e) Explain the outgrowth of the motor hotels as a result of adding additional facilities and services such as restaurants, meeting rooms, ballrooms, and private dining rooms.	

Student Outcomes	Suggested Activities and Procedures	Evaluations
	f) Describe and evoke discussion regarding variations of motels such as: (1) Roadside Motels or Highway Motels (2) Resort Properties (3) Suburban or Perimeter Motels and Motor Hotels (4) City Motels and Motor Hotels	
	5.	
	6.	

Student Outcomes	Suggested Activities and Procedures	Evaluations
F. The student will know and be able to explain the functions of the front office. G. The student will know the responsibilities and duties of front office personnel. H. The student will become familiar with career opportunities and opportunities for advancement for employment in the front office.	1. General Discussion: Ask students to relate any experience that they have had with front office personnel in hotels and motels. If experiences are considered bad, why? If good, why? 2. List and discuss the following functions of the front office: (Have students take notes for future reference.) a) Reservation--Discuss the responsibilities of the reservation clerk. Trace through a reservation from the time it is received until the guest is handed the key. Explain the control sheet, reservation chart, overbooking, and blocking. Use sample forms whenever possible.	11. Have students list and define the five functions of the front office. 12. Explain the responsibilities of the front office personnel. 13. Complete the following chart by filling in a description of duties and opportunity for advancement for each of the following jobs:

Title	Description	Opportunity for Advancement
Bellman Doorman Porter Front Office Manager Room Clerk		

Student Outcomes	Suggested Activities and Procedures	Evaluations
	b) Registration--Discuss registration procedures and handling room slips. Cite some of the duties of the clerk such as handling complaints and answering inquiries.	14. 15.
	3. Communication	
	a) Relate duties of the person in charge of mail, messages, and telegrams. Emphasize the importance of this part of the overall operation, and point out that this person is in charge of all communication with persons seeking the hotel's accommodations.	
	b) Note the important role communication plays in achieving business effectiveness.	
	c) Discuss the relationship of communication to employee morale.	
	d) Ask students to relate the kinds of information which should be communicated to employees.	

Student Outcomes	Suggested Activities and Procedures	Evaluations

e) Ask students for situations on the job where improved communication skills would prevent problems from arising and solve difficult situations more quickly and satisfactorily.

f) Ask students to react to the following statement: "Communication is a two-way street." Example: It should provide for an exchange of information and opinions.

4. Explain the following functions:

a) Room rack

b) Information rack

c) Mail-and-key rack

d) Front office bookkeeping

5. Other functions: Discuss other functions of the front office such as furnishing information about the hotel, the community, special events or attractions; and providing financial and credit information.

Student Outcomes	Suggested Activities and Procedures	Evaluations

6. Use appropriate films and/or filmstrips.
7. Take field trips to local establishments and observe procedures.
8. So that students can become familiar with some of the career opportunities in the front office, ask them to name a few positions and discuss qualifications and opportunities for advancement as they see them. Teacher should guide and direct the discussion and add to the list. Point out opportunities, salaries, qualifications, and personal traits needed to gain employment and to advance on the job. Use an overhead projector to show the organizational chart so that students can see advancement opportunities.
9. Invite a guest speaker to discuss career opportunities in the front office.
10.
11.

Student Outcomes	Suggested Activities and Procedures	Evaluations
I. The student will be able to identify the principles of sanitation. J. The student will know the importance of the personal cleanliness of employees.	Personal Cleanliness 1. Invite the following resource people to discuss personal hygiene: a) Cosmetology teacher b) Cafeteria manager c) Local beauty consultant 2. Students will interview a manager of a local motel or hotel in regard to personal appearance criteria used when hiring an employee. 3. Show film The Personal Side, Protecting the Public Series, to reinforce the importance of personal appearance, in which there is a discussion of appearance from employer point of view. 4. Post an appearance checklist for each student, to be completed by both student and teacher each day.	16. The students will identify the principles of sanitation in the areas of personal cleanliness, work areas, and food handling by making a health inspection checklist. 17. Students will complete a health inspection checklist by observing five different food establishments. 18. Students will prepare a health inspection report based on the checklist of the five food establishments.

Student Outcomes	Suggested Activities and Procedures	Evaluations
	Work Areas and Food Handling	19. The students will meet the requirements of the personal grooming checklist.
	1. Invite public health officials to talk about the inspection of work areas, permits, and requirements necessary to maintain standards.	20. The student will explain why the employer is concerned with the employees' personal grooming habits.
	2. Show films or filmstrips Part II, Food Protection, Protecting the Public Series, and posters of the "On Guard" series as reinforcement for lectures.	21.
	3. The teacher will lead a class discussion in which students will list the principles of sanitation emphasized by the resource people and visuals.	22.
	4. Students will make a health inspection checklist for food service operations.	
	5. The teacher will supply a job description list which will be used by the students when	

Student Outcomes	Suggested Activities and Procedures	Evaluations
	they take a field trip to several different food establishments to: a) Identify the employee in relation to the description b) Identify the principles of sanitation the employee is using in carrying out the responsibilities of his job	
	6.	
	7.	

FOOD SERVICE--THE EMPLOYEE: Each employee brings a diversity of talent to the organization he serves; but in order to make the most of his talent, he must be aware of opportunities available and those responsibilities that go along with each opportunity.

Student Outcomes	Suggested Activities and Procedures	Evaluations
K. The student will recognize that opportunities may be related to general appearance, attitude, and ability to communicate. L. The student will be aware of the numerous jobs available to him at entry level and promotion possibilities linked to each. M. The student will recognize that each employee makes a contribution toward the success or failure of an operation.	Attitude Development 1. Have resource person (store manager) talk with students about what he expects from employees in the areas of production, attitude, behavior, team cooperation, appearance, and public relations. 2. Show film Personal Presentation. Discuss personal appearance. 3. Students will design and develop one or more bulletin boards based on the three keys to human relations: a) Treat people as individuals. b) Make the best use of each worker's ability. c) Make job satisfaction possible.	23. After observing employees of a food service operation, the student will be able to identify the appearance, attitude, and communication characteristics of employees. For example, role-play an interview. (This could be labeled "I Know the Way.") 24. Given a list of present employee characteristics, the student will describe a potential employee who would be hired.

Student Outcomes	Suggested Activities and Procedures	Evaluations
	4. Show film Attitude. Discuss how a good attitude can be developed.	25. The student will identify entry level positions and promotion possibilities for food service operations. For example: A job ladder chart called "Where Do I Go From Here?"
	5. Students will develop dialogue (role-play) showing examples of possible dialogues between employees, customers, and/or the public. For example: a) waitress--customer b) cashier--customer c) cook--busboy d) manager--customer e) busboy--waitress	26. The student will be able to identify immediate and long-range consequences of a given employee behavior.
	Job Description	
	1. Show film Where Do I Go From Here? Discuss career opportunities for students in food service.	27. The student will state his possible contribution to a food service operation.
	2. Show filmstrip A New Horizon: Careers in School Food Service.	28. The students will be able to identify the contributions made by each

Student Outcomes	Suggested Activities and Procedures	Evaluations
	Job Techniques	employee toward the success or failure of food service operations. For example, a test could be called "What Happens IF - - -?"
	1. Use transparencies as orientation to the discussion of duties one might perform as a food service worker. For example: Entry level positions Additional training positions Professional positions	29.
	2. Have students use classified section of the paper to list jobs available locally in food service.	30.
	Performance	
	1. Show film Taking the Order.	
	2. Show film Salesmanship.	
	3. Have students collect or draw pictures showing possible contributions made by employees toward success or failure of an operation.	
	4.	
	NOTE: There should be a color keyed chart showing all jobs related to the Hotel-Motel industry available to students at all times.	

FOOD SERVICE--TIME AND MOTION RELATIONSHIP: An organized day-by-day operation of a food service operation includes systematic schedules and techniques of work simplification.

Student Outcomes	Suggested Activities and Procedures	Evaluations
N. The student will become conscious of the importance of efficient work techniques used to carry out a schedule.	Schedules 1. Have students brainstorm on their daily schedules, and list on the blackboard the approximate time used for each activity mentioned. 2. Have students discuss and role-play the consequences of an incident that could disrupt their daily schedule. 3. Give the students a schedule for a food service position from the job description list. 4. Give the students an example of an incident that could disrupt the schedule for the day. (For example, the cook reports for work one hour late.) 5. Have students list the consequences of the incidents that disrupted the daily schedule.	31. Have students explain the reasons for using time and motion saving techniques to carry out a specific job. 32. From a list of motions used to complete a given job schedule, the student will choose the motions that could be combined or eliminated to make the procedure more efficient. 33. 34.

Student Outcomes	Suggested Activities and Procedures	Evaluations

Efficiency

1. Pair the students.
   a) Student 1 will be given an instruction sheet schedule of a specific task to be completed in a given amount of time.
   b) Student 2 will complete a tally sheet for his partner on the number and motions used to complete the assignment. Reverse student positions with other partners so that each student plays both roles.
2. Show film Rush Hour Service (from Professional Food Preparation and Service).
3.
4.

FOOD SERVICE--PRINCIPLES: The principles of food service are the application of plans which maintain standards and are adaptable to various operations.

Student Outcomes	Suggested Activities and Procedures	Evaluations
O. The student will know the general principles of menu planning. P. The student will be able to identify the relationship between a menu and the type of food service operation. Q. The student will be aware of the career possibilities and qualifications for employment in the areas of food procurement, food production, and menu planning.	Nutrition and Menu Planning 1. The teacher will design a student worksheet listing the following principles and several examples of menus: a) Caters to customer preference b) Conforms to overall atmosphere of the food establishment c) Advertises, merchandises, and promotes sales effectively d) Blends and compliments offerings e) Stays in step with the times f) Limits offerings g) Takes advantage of market conditions 2. Read aloud the principles and the example menus.	35. The students will list seven principles of menu planning. 36. The student will choose four principles of menu planning and write a paragraph explaining each by giving an example of it. 37. The student will put in writing his matching of types of food service operations to related menus.

Student Outcomes	Suggested Activities and Procedures	Evaluations
	3. Have students role-play their own personal preferences when ordering from the menus. 4. The students will start a collection of menus from different food establishments. 5. Invite a dietician to speak to the class about: a) The means in which a food establishment provides the daily nutritional requirements in their menus b) The relationship between different diets and the food establishment's responsibility of meeting the customer's dietary needs	38. The student will choose three jobs in food production, purchasing, or menu planning and write a paragraph explaining the qualifications needed when applying for the jobs. 39. The student will complete a mockup job application. 40. The student will complete a mockup job interview based on the application.
32	Production and Purchasing 1. Take a field trip to at least three different food establishments. With ideas from the local manager and group discussion, the students will write, for each establishment, the specific examples of the application of the principles	41. 42.

Student Outcomes	Suggested Activities and Procedures	Evaluations

listed on the work sheet. Students will note the principles which appear most important for each establishment.

2. Invite a purchasing agent to speak to the class about market conditions and other factors that influence his purchases for the food establishment.

Types of Operations

1. Show film Write Your Own Ticket and discuss the different types of operations by identifying those shown in the film.
2. From the student's collection of menus, discuss how menus fit the different operations or how they could be used.
3. Students will cut out and mount pictures of equipment from institutional equipment catalogs. Under each picture, have them write the description in the catalog.

Student Outcomes	Suggested Activities and Procedures	Evaluations

4. List food items from the menu collection and discuss how the equipment is used in its preparation and how it fits the type of operation.
5. Students will be given a job description list related to food purchasing, production, and menu planning. Discuss career possibilities with emphasis on entry level jobs and interesting features of the job.

Careers

1. Show a film Job Interview - Whom Would You Hire? Part I of Three Young Men.
2.
3.

FOOD SERVICE--FACILITIES: It is imperative to utilize all food service areas to the best advantage, keeping in mind the volume and type of work which is to be accomplished in any food service operation.

Student Outcomes	Suggested Activities and Procedures	Evaluations
R. The student will become familiar with seven major phases of work which must be provided for in any food service operation.	Types of Equipment and Use 1. Equipment manuals will be distributed to students so they may look at pictures of the equipment used in food service. 2. Discuss equipment and their uses, referring to the manuals for further identification.	43. The students will list seven major phases of work. 44. The student will explain why the major phases of work should be provided in any food operation.
S. The student will recognize that the allocation of space to various work areas is determined by the number of workers and equipment needed for the kinds and volume of food to be prepared.	Layout 1. Develop a flow chart for the following major work areas: a) Checking in food and supplies b) Storage c) Preliminary preparation d) Cookery e) Service f) Return of soiled dishes g) Garbage and waste disposal	45. The students will take a test in which they will match the pieces of equipment with the phases of work. 46. The students will draw what they consider to be a good layout for a specific type of

FOOD SERVICE--FACILITIES — ORGANIZATION OF OPERATIONS

Student Outcomes	Suggested Activities and Procedures	Evaluations
	2. Take a field trip to an institutional kitchen. Students will gather information about the types of equipment related to the type of operation.	operation--labeling the main aisles and the type of traffic pattern that will develop.
	Work Load at Each Station	
	1. Use overhead projector to present various kitchen layouts. Discuss layout in reference to the type of operation, placement of fixed and mobile equipment, and the seven major phases of work.	47. 48.
	2. The students will prepare a graph paper layout with movable equipment (made from crescent board). The students will place the equipment in various positions as described in the equipment manuals and overhead layouts, after which they will discuss the advantages and disadvantages of each layout, including the types of operation and the number of people involved in the work areas.	

Student Outcomes	Suggested Activities and Procedures	Evaluations
	3. Show film Hotel and Restaurant Workers.	
	4. Invite a resource person in architecture or the planning division of a motel to speak about the relationships between layouts, equipment, types of operation, and cost involved in a food service operation.	
	5.	
	6.	

HOUSEKEEPING - - - - - - - - - Housekeeping is that part of the hospitality industry which maintains the sales appeal of the service because it is devoted to the comfort and welfare of its guests.

Student Outcomes	Suggested Activities and Procedures	Evaluations
T. The student will recognize the ways in which employers provide motivation for employees. U. The student will be aware of the fact that departmental activity must always be directed toward the objectives expressed in company policy. V. The student will know the components of a job schedule.	The Individual 1. The teacher will refer students to the "Human Relations" chart (bulletin board) developed earlier. (p. 18, #3) a) Students are to look for differences, likes, and dislikes in food and clothing or recreation, etc. b) After students have explored the subject long enough to have made the point clear that they are individuals, the teacher will lead the discussion toward the subject of needs. c) Using the blackboard, the teacher will list needs as students make suggestions. As discussion proceeds, needs will fall into the following areas: physical, social, and self-centered.	49. Given a list of working conditions, the student will identify those which are motivating for him. For example: Department meetings Coffee breaks Seniority advancement Paid vacations Health insurance Frequent personnel changes Inconsistent organization of procedures

Student Outcomes	Suggested Activities and Procedures	Evaluations
W. The student will know the basic housekeeping skills.	d) Brainstorm: Individuals have individual needs and these needs are being satisfied in different ways. e) Invite the housekeeper from a motel to speak to the students on the following topics: (1) The importance of worker motivation and methods or techniques the firm uses (2) Specific techniques one uses to motivate the staff 2. Interview an employee as to what he expects to gain from his job. Examples: a) Personal satisfaction b) Salary c) Chance for promotion d) Fringe benefits	50. Students will write a paragraph explaining in their own words the ways an employeer supplies motivation for employees. 51. The student will explain in writing the satisfactions the employee in turn gets from accepting the responsibilities of a job. 52. The student will list at least two different procedures that are possible for completing a specific housekeeping job.

Student Outcomes	Suggested Activities and Procedures	Evaluations
	3. Show film series Professional Management Program: a) The Supervisor--Motivating Through Insight. Discuss what a supervisor does to motivate his employees. b) Eye of the Supervisor. Have students list on a blackboard tips on self-evaluation.	53. The student will explain why company policy directs departmental activity. 54. Student will write a job schedule for cleaning a bathroom.
	4. Take a field trip to motel and have students observe housekeeping workers in terms of the following criteria: a) How employee receives instructions b) Time allotted for completion of tasks c) Restrictions of schedules d)	55. Each student will demonstrate to the class the procedures for preparation of the room for cleaning (8 steps). 56. Each student will demonstrate to the class the procedures for making a bed (15 steps).
	Standard and Skills 5. Invite a manager to speak to the students about company policy and how it relates to various departments of the motel operation.	57. Each student will demonstrate to the class procedures for cleaning the

Student Outcomes	Suggested Activities and Procedures	Evaluations
	6. Have students read The Correct Maid. (Use this booklet as a reference for demonstration of procedures.)	58. Each student will demonstrate to the class the procedures for making the final inspection of a room.
	7. Show film series Professional Hospitality Program:	
	a) The Maid--Cleaning the Bathroom. Have students list procedures.	59.
	b) The Maid--Making Up the Room. Have students list techniques.	60.
	8. Take a two-day field trip to motel and arrange with the housekeeper to have students work in pairs to:	
	a) Walk through an employee's schedule (first day).	
	b) Assist the employee in carrying out his schedule (second day).	
	9.	
	10.	

A1

Student Outcomes	Suggested Activities and Procedures	Evaluations
X. The student will be aware of the importance of accounting as an essential segment of the industry.	Background 1. Review history of maintaining business records as far back as 4500 years ago in clay and papyrus. 2. Emphasize the usefulness of maintaining records for future reference. 3. Cite examples of how departments other than the accounting department make use of records such as weather conditions, seasonal effects on business, and area activities.	61. How does recordkeeping protect the owner's investment in an accommodation facility from the standpoint of: a) Safety b) Pilferage c) Wages d) Climatic conditions e) Fraud
Y. The student will understand the general procedure of maintaining records and their disposition.	Delegated Responsibilities of the Accounting Department 1. Revenue a) Prepare samples of forms used to record a guest's charges during his stay. Example: valet check, dinner check, phone calls. b) Trace the routing of these charges to the front office cashier, who posts the charges to the guest's folio. (Illustrate a guest folio to the students.)	62. Give one reason why it is necessary for the following departments to keep records: a) Food and beverage b) Front Office c) Accounting
Z. The student will be made aware of job opportunities, responsibilities, and qualifications in the area of accounting.		

Student Outcomes	Suggested Activities and Procedures	Evaluations
	c) Illustrate the use of the guest ledger.	63. Trace the routing of a request for the purchase of an item for use in guest rooms, from the purchase order to final payment.
	d) Explain need and use of the city ledger.	
	e) Demonstrate the use of a posting machine in recording transactions to various ledgers.	
	f) Illustrate and explain the use of a daily recap sheet, and show examples of sources of information to be posted to the recap sheet.	64. From a list of qualifications, give two prerequisites necessary for an employee to progress from the level of file clerk to second level accountant.
	g) Discuss how errors show up on these recap sheets and how the night auditor can trace them to their source.	
	h) Trace the normal route of cash transactions from various cashiers to the point of deposit by the auditor.	65. Prepare a career ladder indicating job opportunities and related responsibilities leading to the position of accountant.
	i) Discuss other reports such as the daily revenue report, sales journals, ledger, and monthly financial statements.	

Student Outcomes	Suggested Activities and Procedures	Evaluations
	2. Expenses	66.
	a) Identify some of the expenses the industry must cope with in its daily operation and how they are handled. Some examples such as:	67.
	(1) All purchases must be certified, recorded, and paid.	
	(a) Follow through a typical purchase with students, beginning with the placing of an order with a purchase order to its final process in the accounting department, including payment of the invoice.	
	3. Payroll	
	a) Point out the normal duration of the pay period (generally twice monthly).	

Student Outcomes	Suggested Activities and Procedures	Evaluations

b) Discuss the responsibilities of the payroll clerk such as:

(1) Individual earning records

(2) Time cards

(3) Federal tax forms

(4) Deductions such as insurance, bonds, and charities

(5) Payroll recap sheets

(6) Preparation of checks

(7) Posting of pay records to ledger

(8) Quarterly reports to government dealing with withholdings of Social Security and taxes, unemployment insurance

(9) End of year W-2 Withholding Statements

4. Statistical Reports

a) Explain the need for statistical reports in

Student Outcomes	Suggested Activities and Procedures	Evaluations

a successful operation. An example of this would be:

(1) Comparisons of current month's dollar business with the same month last year

(2) A dollar report for a particular department compared with the same department from a previous period of time such as a previous month, quarter, or year

(3) Another report to be based on use of equipment or operational materials such as linens, cleaning supplies, food, and beverages

b) Discuss the importance of inventory and auditing and the use of reports derived from the inventory or audit.

5. Job Opportunities

a) Give students job descriptions in the accounting area based on the following three levels:

Student Outcomes	Suggested Activities and Procedures	Evaluations
	(1) Entry level (unskilled, semi-skilled)	
	(a) Checker	
	(b) Cashier	
	(2) Second level (experienced, trained, skilled)	
	(a) Accounting Clerk	
	(b) Bookkeeper	
	(c) Accountant	
	(d) Night Auditor	
	(3) Third level (supervisory, managerial, executive)	
	(a) Auditor	

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PERSONNEL — ORGANIZATION OF OPERATIONS

Student Outcomes	Suggested Activities and Procedures	Evaluations
AA. The student will be familiar with the functions and duties of the personnel department.	1. Study the organization chart and discuss the position of the personnel department; show how it relates to other departments.	68. Have students name four functions of the personnel department and explain the duties for each.
BB. The student will be able to recognize the importance of the personnel department and how it relates to other departments.	2. Explain why one of the greatest responsibilities of the personnel department is training.	69. Students will give an explanation of the importance of the personnel department in relationship to other departments in the organization.
CC. The student will be aware of the personnel department's role in promoting human relations and maintaining staff morale.	3. Discuss how the personnel department assists management in union relations.	70. Have students answer such questions as the following:
	4. Explain the following duties of the personnel department:	a) What is morale, and how can the personnel department help to maintain it?
	a) Recruitment	
	b) Selection and placement of staff	
	c) Developing job descriptions and specifications	
	d) Maintaining work standards	
	5. Define morale and show how personnel help in maintaining it.	
	6. Discuss human relations on the job. Ask students to participate in demonstrating situations	

Student Outcomes	Suggested Activities and Procedures	Evaluations
DD. The student will be aware of career opportunities in the personnel department.	exemplifying good human relations and morale and poor human relations and morale. 7. Ask for volunteers to visit and observe persons on the job in local motels or hotels. (There should be at least two groups of about three students each.) 8. Use appropriate films and/or filmstrips. 9. Invite guest speakers. 10. Note four principal ways in which you can improve yourself and your relations with others. 11. Discuss the ways to improve human understanding and effectiveness. a) Become genuinely interested in other people. b) Smile! c) Listen to others. d) Learn each person's name.	b) How can the personnel department promote relations? Is this an important function? Explain. 71. Choose an entry level position of the personnel department and list the advancement opportunities. 72. 73.

Student Outcomes	Suggested Activities and Procedures	Evaluations
	e) Make the other person feel important.	
	12. Make an organizational chart showing careers in the personnel department.	
	13.	

Student Outcomes	Suggested Activities and Procedures	Evaluations
EE. The student will examine the need of a sales program for successful selling. FF. The student will become aware of areas and divisions which encompass the sales program. GG. The student will become familiar with job opportunities and qualifications related to the sales field.	General Functions of Sales Personnel 1. Review the following areas of responsibility: a) Sales planning b) Sales policies c) Sales budget d) Interdepartmental cooperation e) Research f) Training g) Selling stimulus h) Sales department management i) Personal selling j) Display advertising k) Publicity l) Internal selling m) Direct mail n) General merchandising	74. The average hotel-motel in this country spends approximately five percent of its income on sales promotion. State why a successful business is willing to spend this percentage on an already successful operation. 75. For each of the following three divisions, check as many of the areas that apply:

Student Outcomes	Suggested Activities and Procedures	Evaluations

Divisions of Operations of a Sales Program

1. Point out the general pattern of operations in the sales program in each of the following areas:
   a) Customer relations
   b) Trade relations
   c) Staff relations

Management

1. Stress simplified records as being essential to good sales management.
2. Use the following records as examples:
   a) Convention files
   b) Follow-up files
   c) Work cards
   d) Mailing lists
   e) Flow charts
   f) Guest history
   g) Banquet records

Area	Customer Relations	Trade Relations	Staff Relations
Sales Planning			
Sales Policies			
Sales Budget			
Interdepartment Cooperation			
Research			
Training			
Selling Stimulus			
Sales Dept. Management			
Personal Selling			
Display Advertising			
Publicity			
Internal Selling			
Direct Mail			
General Merchandising			

Student Outcomes	Suggested Activities and Procedures	Evaluations
	h) Inquiries	76. List the opportunities and job qualifications necessary to be a sales executive.
	i) Sales report forms	
	Public Relations	
	1. Emphasize that the best method of advertising is by referral. Cite examples of this method.	77.
	2. Cite some of the following ways the accommodation can create good community relations:	78.
	a) Charity donations	
	b) Civic organizations	
	c) Local advertising	
	d) Participation in community activities	
	e) Granting the use of facilities at no charge	
	f) Allowing the facility to be used to advertise for other organizations	
	g) Good will through recognition	
	h) Overall cooperation in the community	
	i) Personal contacts	

Student Outcomes	Suggested Activities and Procedures	Evaluations

Sales Promotion

1. Emphasize the importance of disseminating the following information in all the forms of advertising:
   a) Size of the facility
   b) Rates
   c) Location
   d) Directions
2. Point out the need for the physical facility to have the following:
   a) Visibility from the highway
   b) Neat exterior finish
   c) Attractive and unobstructed entrances and walks
   d) Unconfusing signs
   e) Well-kept landscape
   f) Proper illumination

Student Outcomes	Suggested Activities and Procedures	Evaluations

3. Stress internal selling.
   a) Emphasize the point that a sale does not end with guest registration.
   b) Use the following examples to reinforce the sale of the accommodation:
      (1) Guest satisfaction is enhanced by courtesy and cordiality.
      (2) Employees should be schooled in what to say and when to say it.
      (3) Make guests aware of other services offered by the facility through brochures, signs, menus, tent cards on tables, directory and bulletin boards.
      (4) Provide room courtesies such as fresh fruit, flowers, or stationery.
4. Stress telephone selling.
   a) Emphasize the importance of making proper first impressions on the phone.

Student Outcomes	Suggested Activities and Procedures	Evaluations

b) Practice proper techniques of good telephone usage in handling of calls.

5. Stress personal selling.

a) Explain advantages of making personal contacts with prospects.

b) Review the traits that make a good salesman.

6. Discuss the importance of advertising in the following areas:

a) Outdoor advertising

(1) Billboards

(2) Bus signs

(3) Signs on the facility

(4) Window displays

b) Direct mail

(1) Emphasize the importance of maintaining records of sources of prospective patrons.

Student Outcomes	Suggested Activities and Procedures	Evaluations

(2) Discuss cost versus return.

(3) Cite examples of direct mail such as:

(a) Photo or illustrated postal cards

(b) Reply forms

(c) Letters

c) Display advertising

(1) Explain how an ad agency can help.

(2) Discuss wording, appearance, and timing of an ad.

(3) Relate the effect of public relations advertising.

d) Radio and television advertising

(1) Discuss the pros and cons of this media.

e) Publicity

(1) Illustrate, by example, the principal types of publicity.

Student Outcomes	Suggested Activities and Procedures	Evaluations

f) Outside agencies

(1) Explain the need for travel agents, franchised groups, referral groups, and tourist attractions.

g) Magazines and trade journals

(1) Discuss the type of clientele this media is to reach.

7. Discuss the promotion of the facility for use of the following activities:

a) Conventions

b) Group business

c) Group meetings and luncheons

d) Weddings, banquets, and parties

e) Restaurant and lounge

8. Alert students to other areas of sales such as:

a) Newsstand

b) Flower shop

Student Outcomes	Suggested Activities and Procedures	Evaluations

c) Beauty and barber shop

d) Take-out sales

e) Laundry and valet

f) Lobby

g) Store and office rentals

9. Job opportunities in sales

a) Explain that opportunities in sales begin with second level entry, based on experience or training in the field. The sales representative would fall in this category.

b) Manager of sales (third level entry)

(1) Emphasize the need for this position to be held by the general manager, secretary, head waiter, or other personnel in a small operation.

Student Outcomes	Suggested Activities and Procedures	Evaluations
	c) Give the following qualifications of a sales executive: (1) Intelligence--Ability to think and make decisions (2) Knowledge--Technical knowledge of the business (3) Ability to plan--Foresight (4) Public relations sense--Ability to get along	
10.		
11.		

Student Outcomes	Suggested Activities and Procedures	Evaluations
HH. Students will become aware of the functions and responsibilities of the maintenance and engineering department. II. Students will become familiar with career opportunities in this department.	For discussion: 1. Role of the engineering department a) Identify the role of the engineering department and explain the difference between repair and maintenance. b) Discuss the responsibilities of a good organization manager toward the engineering department. c) Note the relationship between the engineering department and other departments. 2. Organization of engineering a) Have students construct an organizational chart. b) Review the advantages and disadvantages of team maintenance crews. 3. Functions of the engineering department a) Electrical	79. Sketch an organizational chart showing the functions of the maintenance and engineering department. 80. Name the functions of the chief engineer.

Student Outcomes	Suggested Activities and Procedures	Evaluations
	b) Systems maintenance	81. Show the levels of advancement for a repairman with the engineering department.
	c) Appliances	
	d) Accident and fire prevention	
	2. Plumbing	
	a) Maintenance of water supply, sewage systems, fixtures, etc.	82.
	b) Accident and fire prevention	83.
	3. Heating, ventilation, and air-conditioning	
	a) Maintenance of boiler and heating, air-conditioning systems, fans, air filters, and temperature controls	
	4. General repair and maintenance	
	a) Care of tools, supplies, and equipment	
	b) Landscaping and grounds	
	c) Accident and fire prevention	

Student Outcomes	Suggested Activities and Procedures	Evaluations

5. Other functions
   a) Painting
   b) Maintenance of kitchen equipment, communication systems, and vertical transportation
6. Functions of the chief engineer
   a) Sketch an organizational chart to show how the engineer fits into the lodging picture.
   b) Study leadership traits.
   c) Discuss attitudes.
   d) Discuss the responsibilities of the chief engineer.
7. Use appropriate films and/or filmstrips.
8. Take a field trip or have a guest speaker from the engineering department of a local establishment visit class.
9. Using the Dictionary of Occupational Titles or other sources, have students look up and report on positions and qualifications of employees in

Student Outcomes	Suggested Activities and Procedures	Evaluations
	maintenance and engineering department of the lodging industry.	
10.		
11.		

Student Outcomes	Suggested Activities and Procedures	Evaluations
JJ. The student will be able to explain crimes of patrons and third persons.	1. Point out examples by using case studies:	84. List the crimes that patrons can commit against the hotel.
KK. The student will be able to understand the implications of the legality of actions the accommodations industry could take against criminals.	a) Defrauding the hotel (Front Office) (1) Generally (2) Intent to defraud	85. Chart the various charges that a hotel can bring against criminals for various criminal acts.
LL. The student will learn to interpret the various crimes that an organization of the accommodations industry can commit.	b) Obtaining money or property by false pretenses (Front Office) (1) Generally (2) Elements of the offense	86. List two important types of crimes hotels can commit, and explain each one in detail.
	c) Bad check acts (Front Office) (1) Generally (2) Elements of the offense (a) Intent (b) Postdated checks (c) Presentment for payment	87. Write two skits from the three listed below, showing the proper way to enter a room to avoid the consequences of the violation of privacy:
	d) Forgery (Front Office) (1) Definition (2) Particular name	

Student Outcomes	Suggested Activities and Procedures	Evaluations
MM. The student will see the consequences of the violation of privacy.	(3) Unauthorized signature 2. Relate the various possible approaches against criminals. a) Right to repel trespassers and criminals (Front Office) (1) Generally (2) Use of force b) Detention for theft (Front Office) (1) Excessive force or unnecessary humiliation (2) Detection statutes c) Detention for nonpayment of bills (1) Psychological false imprisonment (2) Detention statutes d) Arrest without a warrant (Front Office Security) (1) Peace Officer	a) The plumber who needs to enter a room to fix a leaky faucet during regular hours vs. a plumber who at 2 a.m. needs to repair a break in the main pipe in a guest's room which is causing a flood in the room below. b) The maid who needs to enter a guest room to clean up vs. a maid who sees smoke billowing out of the cracks in a room door.

Student Outcomes	Suggested Activities and Procedures		Evaluations
	(2) Private citizen		c) The security guard who hears shots coming from a room vs. the guard who hears loud noises and bickering emanating from a guest room.
	(3) Distinction between a misdemeanor and a felony		
	(4) Breach of peace		
	e) Risk to the hotel of using criminal process (Management--Front Office)		
	(1) Generally		
	(2) Liability of the hotel	88.	
	3. Review the various types of offenses:		
	a) Illegal liquor sales (Food Service)	89.	
	(1) Intent to violate law		
	(2) Sales to intoxicated persons and drunkards		
	(3) Sales to minors		
	b) Illegal use of premises (Front Office)		
	(1) Gambling		
	(2) Prostitution		

Student Outcomes	Suggested Activities and Procedures	Evaluations

c) Corruption and defrauding governments

(Front Office)

(1) Vicarious liability

(2) Collaboration with others

4. Visualize by role-playing and panel discussion the nature of the right of privacy.

a) Hotel privilege of surveillance (Security)

(1) Generally

(2) Surveillance of visitors

b) Hotel privilege of entering rooms (Front Office, Security)

(1) Protection of patrons

(2) Protection of other visitors

(3) Protection of the hotel

(a) Cleaning and maintenance

(b) Enforcement of regulations

Student Outcomes	Suggested Activities and Procedures	Evaluations
	(4) Prevention of crimes	
	(5) Manner of exercising privilege to enter rooms	
	(6) Protection of hotel from liability	
5.		
6.		

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Audio-Visual:

I Like People - Parts I and II

The Magic Touch - Parts I and II

Admaster Films, Inc.
425 Park Avenue South
New York, New York 10016

(Sound filmstrips available in set of four only)

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Guidance Associates. New Horizon: Careers in School Food Service.

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FOOD SERVICE--TIME AND MOTION RELATIONSHIP ORGANIZATION OF OPERATIONS

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MCPS F 4588 Job Interview - Whom Would You Hire? - Three Young Men. 16 min., color

Filmstrip:

National Restaurant Association. Write Your Own Ticket Series: Take a Giant Step, Meet a V.I.P., The Way the Cookie Crumbles, The Right Formula for Success.

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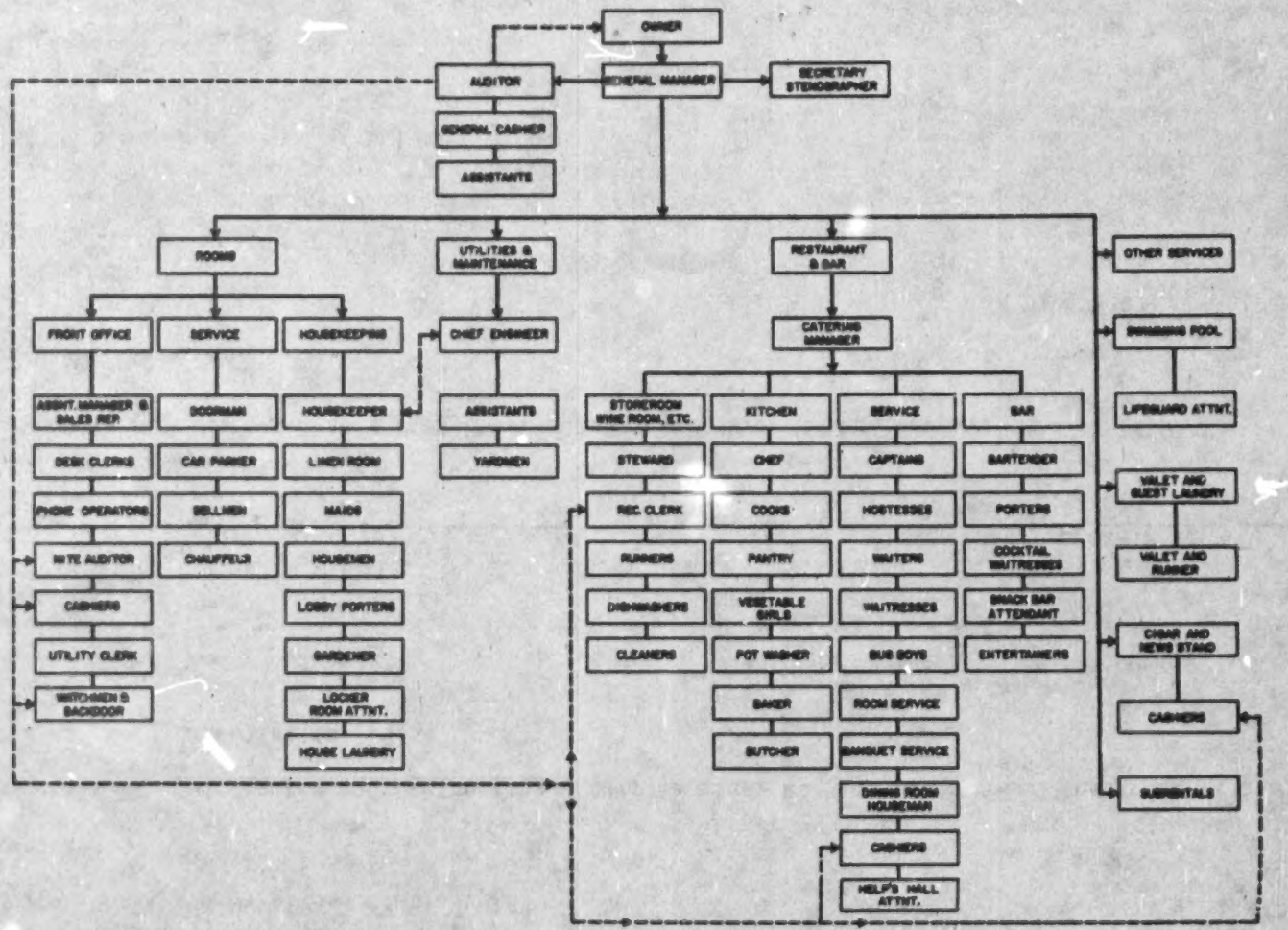
Organization Chart
200 Room Motor Hotel with Restaurant and Cocktail Lounge



Source: Podd, George O., and Leisure, John D. Planning and Operating Motels and Motor Hotels. New York: Ahrens Book Co., Inc., 1964.

JOBS AVAILABLE IN THE HOTEL-MOTEL INDUSTRY

ENTRY JOBS FOR BEGINNERS--POSITIONS FOR WHICH YOU MAY QUALIFY WITHOUT SPECIAL TRAINING

Title	Department	Description	Opportunity for Advancement
Baker's Helper	Food Preparation	Helps baker in mixing dough and baking.	Assistant Baker
Bar Boy	Food Service	Helps bartender in receiving supplies and in keeping bar area clean.	Bartender
Bellman	Front Office	Rooms guests and performs tasks assigned by bell captain.	Assistant Bell Captain, Room Clerk
Busboy (girl)	Food Service	Assists waiters in serving dining room patrons.	Waiter, Waitress
Dish Machine Operator	Food Preparation	Scrapes and stacks dishes and inserts in dishwashing machine. After cleaning, carries to racks.	Head Dish Machine Operator
Doorman	Front Office	Assists guests upon arrival and departure from hotel.	Superintendent of Service
Elevator Operator	Front Office	Operates elevator conveying persons or equipment.	Starter
Houseman	Housekeeping	Sets and clears public function rooms for functions, meetings, exhibits, and does general cleaning and vacuuming.	Head Houseman
Linen Room Attendant	Housekeeping	Handles inventory of linen room supplies.	Floor Housekeeper
Maid	Housekeeping	Cleans and puts guest rooms in order.	Inspectress
Maintenance Utility Man	Maintenance	General repair and maintenance work	Maintenance Supervisor

Title	Department	Description	Opportunity for Advancement
Porter	Front Office	Keeps lobby, arcades and stairways clean.	Head Porter
Seamstress	Housekeeping	Sews and mends linens.	Head Seamstress
Utility Man	Food Preparation	Cleans kitchen equipment and ice boxes.	Pantryman
Waiter	Food Service	Takes orders for and serves food and beverages to guests.	Captain or Assistant Headwaiter
• JOBS FOR PERSONS WITH SPECIAL TRAINING OR EXPERIENCE			
Assistant Housekeeper	Housekeeping	Supervises work of maids and housekeeper in assigned area.	Executive Housekeeper
Assistant Manager	Front Office	Assists General and Resident Manager in discharging their duties. Performs specific assignments.	Resident Manager
Auditor	Accounting	Supervises all accounts and postings. Submits financial reports and supervises purchasing.	Resident Manager
Baker	Food Preparation	Prepares dough and bakes bread and rolls.	Head Baker
Bartender	Food Service	Serves patrons at bar and cocktail lounge.	Head Bartender
Cashier	Front Office	Records various transactions of guest accounts. Makes financial settlement with guest at check out time.	Accountant
Engineer	Maintenance	Keeps track of heating, plumbing, and electrical systems. Makes minor repairs to machinery.	Chief Engineer
Front Office Manager	Front Office	Acts as liaison between guest and hotel for reservations, registration and information.	Resident Manager

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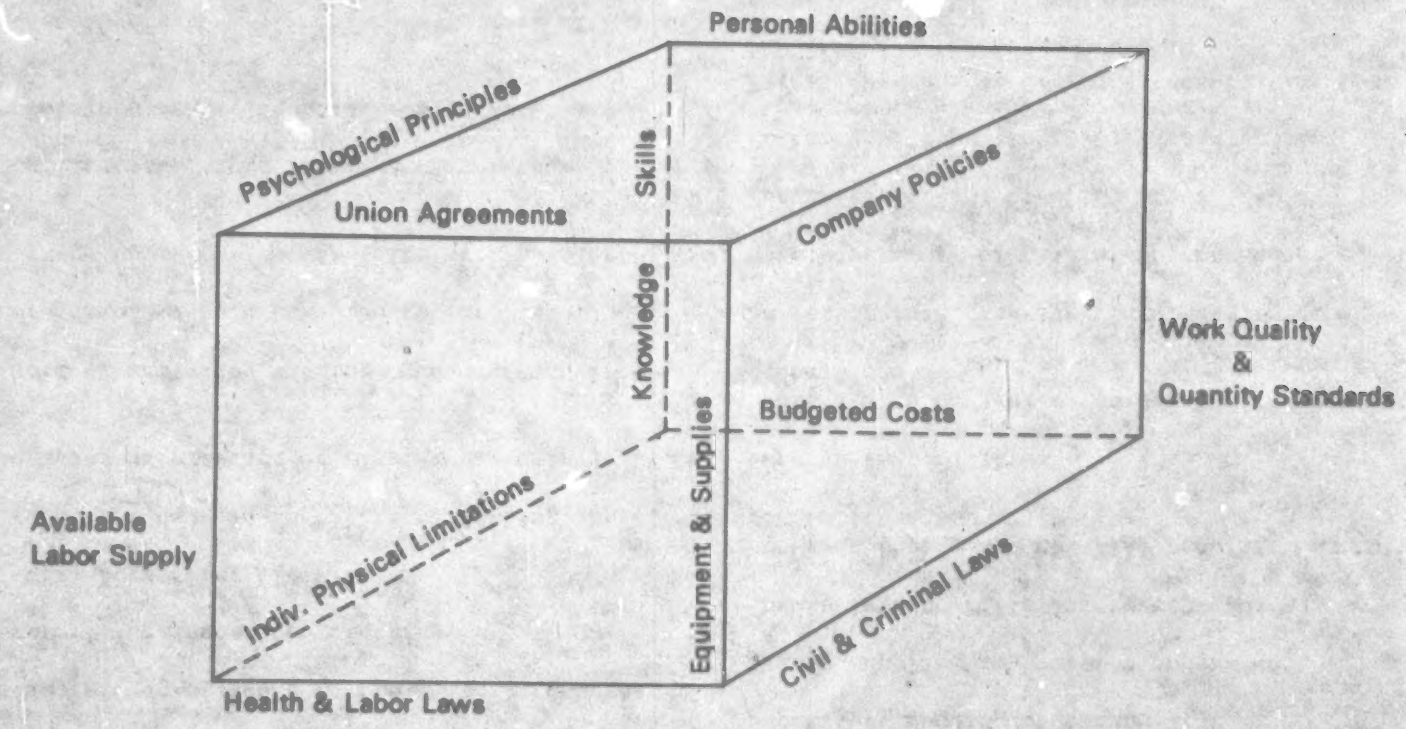
Title	Department	Description	Opportunity for Advancement
Hostess	Food Service	Supervises coffee shop operation and service of food and beverage.	Restaurant Manager
Mai'tre d'hotel	Food Service	Supervises the service of public dining and banquet rooms.	Director of Food and Beverage
Pantry Worker	Food Preparation	Prepares salads, fruits, juices, toast. Makes coffee and tea.	Head Pantry Man
Restaurant Cashier	Food Service	Receives payment for food and beverages.	Accountant
Room Clerk	Front Office	Handles actual registration of guests.	Front Office Manager
Starter	Front Office	Supervises employees operating elevators.	Superintendent of Service
Steward	Food Service	Keeps kitchen stocked with china, glass, and silver. Supervises dishwashers.	Kitchen Supervisor
Upholsterer	Maintenance	Repairs and rebuilds broken furniture.	Head Upholsterer
JOBS FOR PERSONS WITH EXTENSIVE TRAINING AND EXPERIENCE			
Banquet Chef	Food Preparation	Supervises and takes part in preparation of food for banquets.	Executive Chef
Catering Manager	Food Service	Sells banquet and supervises banquet service.	Director of Food and Beverage
Director of Food and Beverage	Food Service	Directs all activities pertaining to the service of food and beverage.	General Manager
Director of Sales	Sales	Sells convention facilities for meetings, banquets, receptions.	General Manager

Title	Department	Description	Opportunity for Advancement
Executive Chef	Food Preparation	Supervises preparation and servicing of all food in the kitchen.	Supervisor of more than one operation
Executive Housekeeper	Housekeeping	Supervises all housekeeping personnel in charge of renovation and purchasing of housekeeping supplies.	Supervisor of more than one operation
General Manager		Supervises activities within the hotel. Responsible for coordination of all departments.	Managing Director
Purchasing Agent	Food Preparation	Purchases food and beverage.	Restaurant Manager
Resident Manager	Front Office	Takes over for manager in his absence. Usually handles special duties assigned by manager.	General Manager
Restaurant Manager	Food Service	Supervises service of food in public dining rooms.	Catering Manager

Source: The Educational Institute of the American Hotel and Motel Association, Kellogg Center, East Lansing, Michigan



Source: The Educational Institute of the American Hotel and Motel Association, Kellogg Center, East Lansing, Michigan

LODGING INDUSTRY JOBS AND DUTIES (EXAMPLES)

JOB TITLE: EXECUTIVE HOUSEKEEPER

Specific Job Duties

Makes arrangements for necessary cleaning and setting up for social occasions

Receives room numbers of check-outs (departing guests)

Informs maids of vacant rooms in their assigned areas

Examines reports of inadequate cleaning

Inspects rooms for proper cleaning

Inspects rooms for damaged furniture or missing articles

Notifies cashier of breakage or missing articles in guest rooms

Suggests cost of replacing missing or damaged articles

Makes memoranda of work to be done (repairs, etc.)

Assigns work to housemen (moving furniture, hanging draperies, etc.)

Inspects public spaces for cleanliness and order

Adjusts complaints regarding housekeeping service or equipment

Trains new employees by assigning them to work with experienced workers

Hires and dismisses employees

Conducts training meetings for housekeeping employees

Schedules working hours of all housekeeping employees

Takes inventory of linen and supplies in linen room

Supervises mending of linen

Issues supplies to housemen and maids

Checks laundry bills for correct charges

Forwards supply and material requisitions to manager or purchasing agent

Supervises remodeling

Confers with manager on colors and arrangements for decorations

Selects paints, fabrics, furniture, etc.

Supervises work of painters, paper-hangers, etc.

Purchases linens, cleaning materials, and supplies

Prepares written reports for management

Establishes standards and procedures for work of housekeeping staff

Prepares housekeeping budget

Prepares housekeeping budget

Works with purchasing agent to decide on best and most economical supplies

Orders linen from warehouse

Trains housekeeping employees individually

Supervises upholstery shop

Supervises sewing room

Arranges for the cleaning of public rooms after meetings

Issues and supervises the upkeep of all uniforms used by hotel or motel employees

Related Job Duties

Sees that hotel or motel personnel are dressed neatly and attractively in clean, well-fitting uniforms

Wears clean, attractive uniforms in accordance with the policies of the hotel or motel

Decorates guest rooms attractively

Decorates lobbies, convention facilities, and banquet rooms attractively

Supplies guests with information on advertised services and facilities

Informs hotel or motel personnel involved about advertised services and facilities

Reads own and competitors' newspaper or trade journal ads

Points out advertised services or facilities to guests

Promotes the hotel or motel by giving immediate and courteous service to guests

Offers guests free copies of community events brochures or entertainment brochures

Checks to see that guests' rooms are supplied with hotel or motel letterhead stationery and postal cards

Makes sure that appropriate tent cards advertising hotel or motel facilities and services are placed in guest rooms

Sees that furniture is in good condition in both guest rooms and public rooms

Supervises the decorating or redecorating of rooms

JOB TITLE: CASHIER

Specific Job Duties

Receives, sorts, and posts charge slips in ledger

Files charge slips

Receives payment from guests

Makes out receipted bills for guests

Makes authorized disbursements for C.O.D.'s and similar items

Cashes authorized checks for guests

Cashes travelers' checks and money orders and makes change

Makes daily report to comptroller, showing amounts of cash received, disbursed, and on-hand

Receives and stores guests' valuables in safe or safe deposit boxes

Makes out bills when guests check out

Relieves switchboard operator

Assists the room clerk during rush periods

Turns cash over to the audit department

Maintains the amount of cash needed in the cash drawer

Calls housekeeper to report the numbers of rooms that have been vacated

Informs dining room or switchboard operator of guests who have paid in advance for follow-up on meal and telephone call charges

Related Job Duties

Arranges registration desk so that it is neat, never cluttered

Directs guests' attention to displays of maps and places of interest

Supplies guests with information on advertised services facilities

Points out advertised services or facilities to guests

Promotes the hotel or motel by giving immediate and courteous service to guests

Offers guests free copies of community events brochures or entertainment brochures

JOB TITLE: ROOM CLERK

Specific Job Duties

Rents and assigns rooms to guests

Greets guests and asks what type of room is desired

Quotes prices of room, trying to rent more expensive ones first

Assists guests in registering for rooms

Writes room number on registration card

Summons bellman and gives him room key

Gives bellman any special instructions

Keeps record of rooms occupied

Reserves rooms for guests by consulting reservation file

Arranges transfer of registered guests to other rooms, making out a transfer slip in duplicate

Checks out guests

Receives room key from guest

Time-stamps bill

Collects payment

Maintains records of guests' accounts

Sorts mail

Informs guests of services available

Makes future reservations

Mails reservation acknowledgement to future guests

Shows and sells room accommodations

Transmits and receives messages by phone, tele-typewriter, etc.

Supervises porters in absence of assistant manager

Sets up tours for guests

Issues credit application forms

Keeps track of reservations so the front office will not overlook them

Trains new front office employees

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Related Job Duties

Arranges registration desk so that it is neat, never cluttered

Wears clean, attractive uniforms in accordance with the policies of the hotel or motel

Displays vending machines and sales counters in a convenient place

Directs customers' attention to displays of maps and places of interest

Displays posters of special events in the community for tourists to see

Calls guests' attention to directional signs

Supplies guests information on advertised services and facilities

Informs hotel or motel personnel involved about advertised services and facilities

Reads own and competitors' newspaper or trade journal ads

Points out advertised services or facilities to guests

Keeps informed of competitors' prices and promotional campaigns

Promotes the hotel or motel by giving immediate and courteous service to guests

Offers guests free copies of community events brochures or entertainment brochures

JOB TITLE: EXECUTIVE CHEF

Specific Job Duties

Makes up menus

Considers such things as probable number of guests, popularity of various dishes, religious or other holidays, availability of seasonal foods, and weather conditions when planning menus

Assigns prices to items on daily menus

Arranges for printing of menus

Posts copy of menu in kitchen for employees' information

Checks methods of food preparation and cooking

Checks sizes of portions

Develops recipes

Instructs chefs and cooks in cooking techniques

Tests cooked foods by tasting or smelling

Purchases food supplies and equipment from purchasing agent

Consults with catering manager concerning banquets, etc.

Employes and discharges workers

Trains and instructs new and experienced kitchen employees

Is responsible for making a net profit out of food preparation and serving

Source: Introduction to Hotel/Motel Management. East Lansing, Mich.: The Educational Institute of the American Hotel and MOtel Association, Operations Division, Kellogg Center, 1968.